

I. List 3-5 Student Learning Outcomes for students enrolled in your program.

These should be broad overarching learning goals. They are bigger than objectives.

In Performing Arts (Dance), students will learn to:

- 1) Observe and analyze dance as an art form
- 2) Develop the skills to execute proper dance technique
- 3) Critically evaluate their own progress and development
- 4) Synthesize all the above skills in performance

II. Align the Program Level SLOs with the College Goals.

Briefly discuss how your program meets the goals of the college.

All of the above program SLOs align with college goal #1. "Enhance and maintain educational excellence in General Education and Transfer offerings by providing: high quality instruction, excellent faculty and student support services, rich curricular diversity, well-scheduled offerings, and strong relations with four-year institutions." The above program SLOs would not be possible without an excellent faculty, rich curricular diversity and well scheduled offerings.

Program SLO #5. "Synthesize all the above skills in performance" aligns with college goal #4. Encourage broader community involvement in and use of the college by means of curricular offerings in a variety of formats, as in the creation of a community cultural center, in cultivating partnerships with K-12 educators, and by establishing appropriate advisory committees.

II. Assess the student success in your program.

How do you know students learned the core SLOs by the completion of curriculum/program. Include data to support these findings.

1) Transfer and career students, are able, at the end of their period of study with us, to perform/ choreography in modern, jazz and ballet with advanced technical skills and artistic integrity. Each student is usually proficient in one dance style, (modern, for example), strong in a second and has a working knowledge of the third.

In addition they are experienced in choreography, have developed performance skills and the practical knowledge they need to build their careers.

Transfer students who pursue a serious course of study in dance move into four-year programs with ease. We do not have large numbers of transfer students, but their acceptance rate is high at institutions such as NYU, UC Irvine, Mills College, VCU, SF State, UC Berkeley and Sonoma State.

The vocational/career students who wish to dance professionally leave our program with a solid foundation and almost invariably are accepted to intensive programs of further study at such institutions as the Alvin Ailey School and Mark Morris intensives in New York, or are invited to dance or apprentice in high quality small professional companies such as RoCo of Mill Valley, the Printz Dance Project, Don't Quit your Day Job Dancers, and El Teatro De Danza Contemporanea De El Salvador in Sausalito. We have had students perform on Broadway, in the Rockets, perform ariel movie stunts for Uma Thurman, perform at the Super Bowl and local circus/arts companies. Other students have successfully started their own dance companies, have choreographed for professional dance companies and have taught and choreographed for local K-12

2) Continuing education students, as a result of their study with us, refine technique they already have, and/or enhance performance skills.

3) Lifelong learning students, can choose from a variety of courses including the modern, ballet and jazz technique courses as well as tap, ballroom, musical theater, dancercise, dance history, popular dance styles and African-Haitian dance.

Lifelong learning students improve their physical strength, stamina and flexibility

Mental focus

Aesthetic awareness

Mental and physical agility

Psychological ability to meet challenges. Many students want to try to dance but are afraid of looking inept.

We try to lead them beyond these fears so they can approach the material with enthusiasm and good humor.

IV. Document student success/achievement in the program.

Possible documentation materials might include Degrees, Awards, Transfer, Portfolios, Capstone Assignments, Success in Job Placement, etc.)

Vanessa Cerrito started her own dance company in Hawaii.

Gina Auland started her own company in New York, danced with the Rockets, danced on Broadway, danced in Mia Michaels dance company and has now started her own company in Santa Rosa.

Sabrina Nioche was accepted to a summer intensive at the Alvin Ailey School in New York and now has her own pilates studio.

Ashley Smith danced in the Erick Hawkins dance company in New York.

Christie Batanides and Alissa Fenton Pearce danced with Printz Dance Project.

Tatiana DePillo went on to study at the Alvin Ailey Dance Center, New York.

Cherina Eisenberg received a BA in Music/Dance from the University of Washington.

Mahalath Almsworth now teaches dance at Sonoma State.
 Halley Morgan was accepted into a summer intensive with Mark Morris.
 Tom Mayock danced with The Stacy Printz Dance Project and El Teatro De Danza Contemporanea De El Salvador in Sausalito and in Washington DC.
 Annie Rosenthal was accepted at NYU and then came back to Marin to open her own dance studio, Roco of Mill valley.
 Tom Voigt is now a dance/theatre videographer.
 June Cooperman choreographs for local k-12.
 Jamaica Stevens teaches children in the bay area and has her own childrens dance company.
 Kim Murphy is in New York working as a dancer, arielist, stunt woman and model. She was recently in the movie "My Super EX-Girlfriend" as Uma Thurman's stunt double.
 Molly Schedick runs the Novato Ballet School.
 Colleen Anderson is now a member of the "Bellydancing Superstars".
 Brett Womack is an arielist/dancer for Circo Zero, Trapeze World and Vaudeville Society. He also choreographs and performs for Acro sports of City circus and recently performed at the 2008 Super Bowl.
 Several of our other students have transferred successfully to 4 year institutions such as UC Irvine, UC Berkeley, UC Santa Barbara, UC Davis, SF State, NYU, and UC Santa Cruz and The University of Washington.

V. Note areas for future improvement.

Address needs of program like curricular innovation, resource allocation, upgrading facilities , technology, unit allocation, staffing, etc.

Increase enrollment; create appropriate needed facilities